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IDENTIFIERS *District of Columbia; Olympics of the Mind

ABSTRACT

This report presents information about the effectiveness of the District of Columbia's Gifted and Talented Education Program. Primary objectives included: information dissemination about the program within the school system and the community; continued above average academic performance and creativity of participating students and their participation in the "Olympics of the Mind" competition; and demonstration of creativity and high interest by students attending a 4-week Gifted and Talented Summer Experience. Evaluation findings include: continued above average performance of grades 3, 6, 7, 8, and 9 students in language arts and mathematics; 71 percent participation of the gifted and talented programs in the Olympics of the Mind competition; participation and demonstrated high interest of 300 students in the Summer Experience; and information dissemination through newsletters, flyers, interviews, and meetings. It is recommended that further research examine the identification process at the junior high school level and differences between students who demonstrate exceptional potential for superior performance and those who demonstrate superior performance. Appendices present: the evaluation model schema; a list of participating schools; student scores and percentile ranks on the Comprehensive Tests of Basic Skills; agendas for the Olympics competition; information about Summer Experience courses and student interest in the Summer Experience; and a student attitude scale. (CB)

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

# FINAL EVALUATION REPORT

*for the*

# GIFTED AND TALENTED EDUCATION PROGRAM

*E.C.I.A. CHAPTER 2*

August 1986

EC 192785

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SUMMARY AND FINDINGS

Title

Gifted and Talented Education Program

Program Director

Phyllis D. Hines

Location

Headquartered at Bryan School with sites at 89 schools

Target Population

Students who fall within the upper 10% of their school population on the Baldwin Identification Matrix

Background

The Gifted and Talented (G and T) Education Program has developed a student identification procedure that is based on multiple criteria relative to the population and not on test scores alone. Appropriate materials, a cadre of teachers and coordinators, an enrichment curriculum, and community involvement procedures have also been developed. Success has been achieved by students who received honors in the National Olympics of the Mind Competition.

Stated Objectives

A. By June 30, 1986, the Gifted and Talented Education Program staff will have disseminated information about the program within the system and community.

B. By June 1986, students in the G and T Education Program will demonstrate continued above average academic performance and creativity as shown by standardized test results and participation in the Olympics of the Mind.

C. Students who attend a four-week G and T Summer Experience will demonstrate creativity and high interest in the program through products completed by each group and by questionnaire responses of participants.

## Evaluation

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision Making developed by the Division of Quality Assurance, District of Columbia Public Schools.

## Findings

1. There were 90 programs in the Gifted and Talented Project. This was 15 more than last year.

2. In the citywide testing program, 1,654 G and T students in grades 3, 6, 7, 8, and 9 were tested in language arts and 1,684 in the same grades were tested in mathematics. Percentile ranks of G and T students in all five grades continued above average. However, percentile ranks of students in grades 7, 8, and 9 were low for a gifted and talented population. They were lower in both subjects than were percentile ranks of third and sixth grade students.

3. About 71% of the G and T schools participated in the Opympics of the Mind Competition. The team from Shepherd School, in the first through fifth grade category, placed first in the Olympics of the Mind World Finals.

4. About 300 G and T students participated in the Summer Experience, which offered 19 different courses. Students demonstrated their knowledge and creativity at the Culminating Program, and their interest in the Summer Experience was shown by a mean score of 3.2 on a 4-point scale.

5. Information about the G and T Education Program was disseminated through newsletters, flyers, interviews, and meetings, including a conference on new directions for gifted education, an administrators' seminar, and a retreat.

## BACKGROUND AND PROJECT DESCRIPTION

### Introduction

Purpose -The purpose of the G and T Education Program is to provide appropriate services to students in kindergarten through twelfth grade who are identified as gifted and talented, with the intention of allowing maximum intellectual and artistic development.

Need - The District of Columbia Public Schools (DCPS) believes that all students should be provided with an educational program that allows them to develop their potential abilities to the maximum. The implementation of this belief has for a long time been confined to the average population of students. The enactment of such laws as 94-143 led to the extension of this principle to the handicapped. Gifted students were given minimal consideration and remained an underdeveloped human resource. Gifted and talented students constitute a unique population who, because of their intellectual or artistic abilities, need educational opportunities that are commensurate with their level of functioning and that are challenging, diverse, and complex. The G and T Education Program is designed to provide such an experience. It provides a curriculum that promotes increased knowledge in the content areas, with a focus on mathematics and language arts and a high level of intellectual processing of information.

History - Official recognition of the G and T population occurred with the 1976 Policy Statement adopted by the Board of Education, which addressed the need for services to G and T students and which adopted the definition of G and T then used by the U.S Department of Education, Office of Gifted and Talented.

A project called the Minigrant Program for the Academically Gifted and Talented was started in 1978-79 with funds secured from the Department of Education and a continuing grant from ESEA Title IV-C. Under this program, grants were provided to 15 school-based programs housed in 12 schools, involving each of the school system's six administrative regions. Two programs, one each at the elementary and junior high school levels, operated in each region. The Program has since expanded, with funds now coming from Chapter 2 of the Education Consolidation Improvement Act of 1981 and from regular budget. The program has been extended to the twelfth grade. There are now 90 G and T education programs in 89 schools distributed throughout the four administrative regions (see Appendix B). The program has also expanded its basic components and activities to include the continued evaluation of the multiple identification procedure, the development and assessment of appropriate strategies and materials, staff development, the provision of an enriched and differentiated curriculum with an individualized instructional mode, participation in the Olympics of the Mind Competition, summer enrichment programs, and a heavy utilization of community resources. A major goal of the program is to develop program models that will eventually enable individual schools to provide services to the G and T population with little or no outside financial support.

## Description of the Project

The G and T Education Program is designed to develop the academic and creative potential of gifted and talented students through an enriched and differentiated curriculum, individualized instruction, and appropriate enrichment strategies and materials.

Student Selection -The G and T students are those who fall within the upper 10% of their school population, using the Baldwin Identification Matrix.

Curriculum - The Competency Based Curriculum (CBC) provides the content of the curriculum. Instruction is given in the core areas of mathematics and language arts. Music, science, social studies, art, and media production are optional areas. Participation in the Olympics of the Mind Competition is also optional, but it is encouraged. The CBC curriculum is expanded to broaden student exposure through various teaching-learning models appropriate for G and T populations. Major features of the curriculum are raising the level of intellectual functioning and increasing critical thinking skills. The high-level thought processes developed include psychological differentiation, conceptualization and categorization, quantitative and qualitative invariance functions, abstractions, synthesis, and other forms of mental control and manipulation. There is extensive focus on the development of reflective thought and complex thought patterns. Among the instructional strategies use are Bloom's Taxonomy, William's Model of Learning, Guilford's Structure of the Intellect, and Renzulli's Model.

Instruction - Instruction is guided by various needs and learning styles of students. Learning styles are determined by objective measures, teacher intuition and insight, and other procedures. CBC, G and T, and teacher-developed materials are used. One of six delivery systems is used, depending on the unique needs, focus, and resources of the school. The delivery systems are (a) content enrichment-acceleration in the regular class, (b) cluster grouping, (c) part-time special classes, (d) full-time classes, (e) subject area acceleration, and (f) grade acceleration.

Community Involvement - Involvement of the community is encouraged through student internships, community mentors, parent involvement, field trips, and work experience with social organizations.

Staff - For each program, there is a designated coordinator who may be a principal, G and T teacher, counselor, librarian, or other teacher. Staff development activities, designed to meet staff needs, are held on a continuous basis and contribute to the success of the programs.

## Dissemination

Information about the program is disemminated through flyers, newsletters, and letters. The program director also holds awareness sessions.

## EXTERNAL EVALUATION DESIGN--PLANNING, MONITORING, AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION MAKING

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools (see Appendix A). The evaluation design, which was developed at the beginning of the program year, consisted of the intended inputs, processes, and outcomes on specially designed status report forms. The interim report, which was distributed at the mid-point of the program cycle, described agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data brought up to date plus the agreements and discrepancies between intended and observed outcomes for each objective. Supporting data are included in the appendixes. Preceding the PMI status report forms is the results section which summarizes the agreements and discrepancies for each objective and which states a general conclusion.

# RESULTS

EVALUATION RESULTS SUMMARY

Objective A: By June 30, 1986, the Gifted and Talented Education Program staff will have disseminated information about the program within the system and community.

There was agreement between all of the intended and observed inputs, processes, and outcomes. Among the seminars, conferences, and workshops conducted were (a) a Gifted and Talented Conference held in October 1985, which focused on new directions for gifted education; (b) a Gifted and Talented Administrators' Seminar, held in November 1985; (c) a Gifted and Talented Education Program Retreat, held in April 1986 at the Crystal City Hyatt Regency, and (d) the Gifted and Talented Summer Experience Culminating Program, held in July 1986.

Information was also disseminated through newsletters, flyers, and interviews. The coordinator and the assistant to the coordinator participated in a radio talk show and were interviewed by the New York Times.

Objective B: By June 1986, students in the G and T Education Program will demonstrate continued above average academic performance and creativity as shown by standardized test results and participation in the Olympics of the Mind.

There was agreement between all of the intended and observed inputs and outcomes and all except one of the processes. Ninety-five percent rather than 100% of the participating schools selected at least one of the five problems in at least one of the three Olympics of the Mind age-grade categories to work on.

The Olympics of the Mind competition was highly successful, with students from about 71% of the G and T programs participating in the contest. The team from Shepherd School placed first in the Olympics of the Mind World Finals, held in Flagstaff, Arizona in May. The team was in the division for students in first through fifth grades.

G and T students continued to perform above average in mathematics and language arts. Percentile ranks in mathematics for grades 3, 6, 7, 8, and 9 were 86, 86, 78, 69, and 71, respectively. Percentile ranks in language arts for grades 3, 6, 7, 8 and 9 were 88, 83, 75, 69, and 77, respectively.

Objective C: Students who attend a four-week G and T Summer Experience will demonstrate creativity and high interest in the program through products completed by each group and by questionnaire responses of participants.

There was agreement between all of the intended and observed inputs, processes, and outcomes. Students in each of the 19 different courses of the Summer Experience demonstrated creativity through their performances and products at the Culminating Program. Students were highly interested in the Summer Experience as shown by a mean score of 3.2 on a four-point attitude scale.

## Conclusions

Students continued above average performance in language arts and mathematics as measured by CTBS scores. However, scores of seventh, eighth, and ninth grade students were low for a Gifted and Talented population. Scores of students in these three grades were lower in both subjects than were scores of third and sixth grade students. Percentile ranks in language arts and mathematics were (a) 75 and 78 for seventh grades, (b) 69 and 69 for eighth grades, and (c) 77 and 71 for ninth grades. The continuing decline in ninth grade percentile ranks was halted this year with a slight increase in scores over last year.

The Summer Experience was successful, with 19 varied courses. Students indicated a high degree of interest in the program and demonstrated their knowledge and creativity at the Culminating Program.

Students in 71% of local G and T programs participated in at least one level of the Olympics of the Mind. The team from Shepherd School won honors, placing first in the Olympics of the Mind World Finals in the first through fifth grade category.

## Decisions

This report will be forwarded to the project coordinator, the project manager, the LEA Chapter 2 director, the Superintendent, and Board of Education to aid them in making decisions about this project.

## Recommendations

The goal of the Gifted and Talented Education Program is to provide appropriate services to all students identified as having exceptional potential for superior performance. Because seventh, eighth, and ninth grade scores were low for a G and T population, the identification process should be examined to see how well this goal is being met at the junior high school level. Questions that should be addressed are:

1. To what extent do the identified students have exceptional potential for superior performance?

2. Are the programs designed for students with exceptional potential for superior performance, or are they geared to students who do not meet this criterion?

3. Should there be two programs in the DCPS, one for students who are identified as having exceptional potential for superior performance and one for students who have demonstrated superior performance?

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION MAKING

Reporting Form

Goal: The goal of the Gifted and Talented Education Program is to provide appropriate services to all students identified as having exceptional potential for superior performance.

Objective A: By June 30, 1986, the Gifted and Talented Education Program staff will have disseminated information about the program within the system and community.

PART I

INPUTS

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| a. Project coordinator | Agreement | a. The evaluator met with the coordinator. |
| b. Assistant to the coordinator | Agreement | b. The evaluator met with the assistant to the coordinator. |
| c. Project secretary | Agreement | c. The evaluator met the secretary. |
| d. Schedule of seminars, conferences, meetings, workshops | Agreement | d. A calendar of events for school year 1985-86 that included seminars, conferences, meetings, and workshops was examined by the evaluator. |
| e. Materials for seminars, conferences, meetings, workshops | Agreement | e. Materials for seminars, conferences, meetings, and workshops were submitted to the evaluator. |
| f. G and T dissemination materials | Agreement | f. G and T dissemination materials were submitted to the evaluator. |
| g. Evaluation forms for seminars, conferences, meetings, workshops | Agreement | g. Evaluation forms for seminars, conferences, meetings, and workshops were submitted to the evaluator. |

OBJECTIVE A

PART I (continued)

INPUTS

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| h. Adequate space for seminars, conferences, meetings, and workshops | Agreement | h. The coordinator verified that adequate space was available for seminars, conferences, meetings, and workshops. |
| i. G and T newsletter | Agreement | i. Copies of the G and T newsletter were submitted to the evaluator. |

OBJECTIVE A

PART II

PROCESSES†

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 1.1 G and T staff will plan dissemination activities. | Agreement | 1.1 The coordinator verified that the G and T staff planned dissemination activities. |
| 1.2 Information will be disseminated to various segments of the school system and the community. | Agreement | 1.2 Flyers that were disseminated to the school system and community were examined by the evaluator. |
| 1.3 At information sessions, G and T staff will collect records of attendance, such as sign-in sheets and evaluation forms. | Agreement | 1.3 Sign-in sheets and evaluation forms were examined by the evaluator. |
| 2.1 G and T staff will respond to requests for information about the program. | Agreement | 2.1 The coordinator verified that the G and T staff responded to requests for information about the program. |
| 2.2 G and T staff will participate in interviews concerning the program. | Agreement | 2.2 The coordinator verified that she and the assistant to the coordinator participated in interviews, including an interview with the N.Y. Times and a radio talk show. |
| 2.3 G and T staff will distribute flyers concerning G and T events. | Agreement | 2.3 Flyers were examined by the evaluator. |
| 2.4 Information about the G and T Program will be disseminated through local projects and the G and T office. | Agreement | 2.4 The coordinator verified that information was disseminated through local projects and the G and T office. |

†Processes are numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES†

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 3.1 Samples of G and T newsletters will be submitted to the Chapter 2 Evaluation Team. | Agreement | 3.1 Copies of G and T newsletters were submitted to the evaluator. |

† Processes are numbered to correspond with outcomes

OBJECTIVE A

PART III

OUTCOMES

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 1. Records submitted to the DQA by the G and T coordinator by June 30, 1986, will show that at least three G and T information sessions in the form of seminars, conferences, meetings, or workshops have been held. | Agreement | 1. Agendas and sign-in sheets of at least three G and T information sessions were submitted to the evaluator. |
| 2. Records submitted to the DQA by the G and T coordinator by June 30, 1986, will show that information about the G and T Program has been disseminated through such means as interviews, flyers, and responses to requests. | Agreement | 2. Flyers were submitted to the evaluator by the G and T coordinator, who also verified that information had been disseminated through interviews and responses to requests. |
| 3. Newsletters submitted during the year to the DQA by the G and T coordinator will show that information has been disseminated through three newsletters. | Agreement | 3. Copies of three newsletters were submitted to the evaluator by the G and T coordinator. |

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION MAKING

Reporting Form

Goal: The goal of the Gifted and Talented Education Program is to provide appropriate services to all students identified as having exceptional potential for superior performance.

Objective B: By June 1986, students in the G and T Education Program will demonstrate continued above average academic performance and creativity as shown by standardized test results and participation in the Olympics of the Mind.

PART I

INPUTS

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| Inputs a through c are the same as in Objective A. | | |
| d. G and T students in participating classes | Agreement | d. A roster of G and T students was submitted to the evaluator. |
| e. Teachers in participating schools | Agreement | e. A roster of G and T teachers was submitted to the evaluator. |
| f. Principals in participating schools | Agreement | f. A roster of principals was submitted to the evaluator. |
| g. G and T coordinators and coaches | Agreement | g. A roster of coordinators and sign-in sheets of coaches were submitted to the evaluator. |
| h. Volunteer associate directors of the OM | Agreement | h. The coordinator verified that there are two associate directors of the OM. |
| i. Volunteer judges, OM | Agreement | i. Sign-in sheets of volunteer OM judges were examined by the evaluator. |

OBJECTIVE B

PART I (continued)

INPUTS

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| j. Materials for OM orientation and training sessions | Agreement | j. Materials were examined by the evaluator. |
| k. G and T resource materials | Agreement | k. The coordinator verified that G and T resource materials were in the G and T Library at Bryan School and at project sites. |
| l. Funds for special classroom materials and program costs for an enriched and/or differentiated curriculum | Agreement | l. The coordinator verified that funds were available. |
| m. Adequate space and facilities for G and T instruction | Agreement | m. The coordinator verified that adequate space and facilities were available. |
| n. Adequate space and facilities to hold the OM Competitions | Agreement | n. The coordinator verified that adequate space was available at Fletcher-Johnson School for the OM Competitions. |

OBJECTIVE B

PART II

PROCESSES†

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 1.1 Teachers in participating schools will present students with an enriched and/or differentiated curriculum as outlined in their school action plans. | Agreement | 1.1 Samples of school action plans were examined by the evaluator. |
| 1.2 Program students will participate in the citywide testing program. | Agreement | 1.2 Program students took the citywide tests in May 1986. |
| 2.1 The G and T program coordinator will conduct an orientation session with principals, coordinators, coaches, and OM Board of Directors to familiarize and update them on the program. | Agreement | 2.1 The agenda for the orientation session was examined by the evaluator. |
| 2.2 The program coordinators will submit OM registration information to the OM headquarters in New Jersey. | Agreement | 2.2 The coordinator verified that OM registration information was sent to OM headquarters in New Jersey. |
| 2.3 Associate coordinators of OM will conduct training sessions for the coaches to review the five problems from which selections for the competition will be made. | Agreement | 2.3 Agendas and sign-in sheets for training sessions for coaches were examined by the evaluator. |

† Processes are numbered to correspond with outcomes

OBJECTIVE B

PART II (continued)

PROCESSES†

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 2.4 The program coordinator and associate coordinator of the OM Competition will plan and conduct training sessions for the volunteer judges. | Agreement | 2.4 The agenda and sign-in sheets for a training session for judges were examined by the evaluator. |
| 2.5 Each participating school will select at least one of the five problems in at least one of the three age-grade categories. | Discrepancy | 2.5 Ninety-five percent of participating schools selected at least one problem in at least one of the three age-grade categories. |
| 2.6 Coaches will work with students individually and in groups on the selected problem(s). | Agreement | 2.6 The coordinator verified that coaches were working with students. |
| 2.7 Each participating school will select a team of one to seven students to represent the school at the divisional competition. | Agreement | 2.7 The assistant to the coordinator verified that each school that had selected a problem had also selected a team. |
| 2.8 The project coordinator will submit OM agendas and/or programs to the Evaluation Team. | Agreement | 2.8 OM Agendas and programs were submitted to the evaluator. |

† Processes are numbered to correspond with outcomes

OBJECTIVE B

PART III

OUTCOMES

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 1. An analysis of 1986 standardized test scores obtained from the Student Assessment Unit will show that the mean mathematics and language arts scores of G and T students in the grades measured by the city-wide testing program will continue to be above average. | Agreement | 1. Mean mathematics and language arts scores for G and T students continued to be above average. Percentile ranks in mathematics for grades 3, 6, 7, 8 and 9 were 86, 86, 78, 69, and 71, respectively. Percentile ranks in language arts for grades 3, 6, 7, 8, and 9 were 88, 83, 75, 69, and 77, respectively (see Appendix C). |
| 2. Agendas of Olympics of the Mind contests, submitted by the G and T program coordinator to the Chapter 2 Evaluation Team by June 1986, will show that students from a majority of the local school G and T programs will have participated in at least one level of the tournament. | Agreement | 2. Olympics of the Mind programs showed that 71% of local school G and T programs were represented in at least one level of the tournament (see Appendix D). |

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION MAKING

Reporting Form

Goal: The goal of the Gifted and Talented Education Program is to provide appropriate services to all students identified as having exceptional potential for superior performances.

Objective C: Students who attend a four-week G and T Summer Experience will demonstrate creativity and high interest in the program through products completed by each group and by questionnaire responses of participants.

PART I

INPUTS

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| Inputs a through c are the same as in Objective A. | | |
| d. G and T students who attend a Summer Experience | Agreement | d. A list of students who attended the G and T Summer Experience was submitted to the evaluator. |
| e. Teachers who participate in G and T Summer Experiences | Agreement | e. A list of Summer Experience teachers was submitted to the evaluator. |
| f. Materials needed for the program and the final products | Agreement | f. The coordinator verified that materials were available. |
| g. Adequate space and facilities for the program | Agreement | g. The coordinator verified that adequate facilities were available. |
| h. Attitude assessment forms | Agreement | h. Attitude assessment forms were constructed by the evaluator and duplicated by the G and T secretary. |

OBJECTIVE C

PART II

PROCESSES†

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 1.1 G and T staff will develop the experiences. | Agreement | 1.1 The coordinator verified that the G and T staff developed the experiences (see Appendix E). |
| 1.2 G and T staff will solicit support and resources from the community. | Agreement | 1.2 The coordinator verified that support and resources were solicited from the community. |
| 1.3 G and T staff will select students on a first-come, first-served basis from the identified G and T population. | Agreement | 1.3 The coordinator verified that students were selected on a first-come, first-served basis from the G and T population. |
| 1.4 G and T staff will provide orientation for summer school teachers. | Agreement | 1.4 The coordinator verified that an orientation meeting was held for summer school teachers. |
| 1.5 G and T classes will be held for three hours, five times a week for four weeks. | Agreement | 1.5 The coordinator verified that classes were held for three hours, five times a week for four weeks. |
| 1.6 Summer school teachers will provide students with a creative learning program. | Agreement | 1.6 Students were provided with a creative learning program as evidenced by performances and products at the Culminating Program. |
| 1.7 As a culminating activity, students in each experience will create a product. | Agreement | 1.7 The products were examined by the evaluator. |

† Processes numbered to correspond with outcomes

OBJECTIVE C

PART II (continued)

PROCESSES†

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 2.1 A student attitude scale will be constructed by the Chapter 2 Evaluation Team, with input from the program coordinator. | Agreement | 2.1 A student attitude scale was constructed by the evaluator after conferring with the program coordinator. |
| 2.2 An attitude scale will be administered to students during the last week of the Summer Experience. | Agreement | 2.2 An attitude scale was administered to students during the last week of the Summer Experience, and the forms were submitted to the evaluator. |

† Processes numbered to correspond with outcomes

OBJECTIVE C

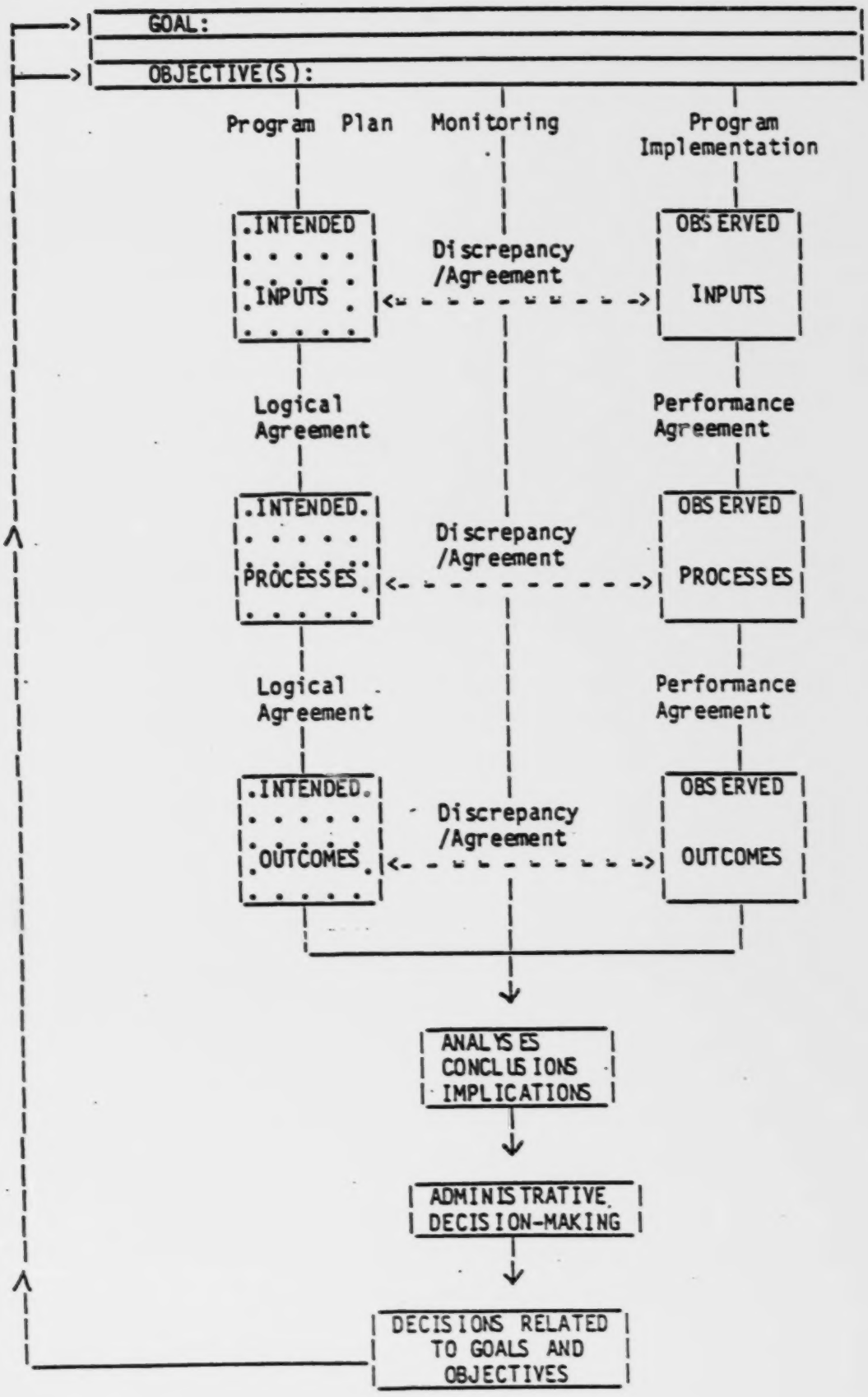
PART III

OUTCOMES

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 1. An examination of products created by students in the G and T Summer Experience and submitted to the program director by July 31, 1986, will show that students have demonstrated creativity. | Agreement | 1. The evaluator examined creative products made by students in the G and T Summer Experience. |
| 2. An analysis of student attitude scale scores submitted by the G and T program director to the Chapter 2 Evaluation Team by July 31, 1986, will show that students were highly interested in the Summer Experience as evidenced by a mean score of three on a four-point scale. | Agreement | 2. The mean score was 3.2 on a four-point scale (see Appendix F and Appendix G). |

APPENDIX A

EVALUATION MODEL SCHEMA


GOAL:
OBJECTIVE(S):
Program Plan
Monitoring
Program Implementation
INTENDED INPUTS
Discrepancy /Agreement
OBSERVED INPUTS
Logical Agreement
Performance Agreement
INTENDED PROCESSES
Discrepancy /Agreement
OBSERVED PROCESSES
Logical Agreement
Performance Agreement
INTENDED OUTCOMES
Discrepancy /Agreement
OBSERVED OUTCOMES
ANALYSES CONCLUSIONS IMPLICATIONS
ADMINISTRATIVE DECISION-MAKING
DECISIONS RELATED TO GOALS AND OBJECTIVES

APPENDIX B

PARTICIPATING SCHOOLS IN THE
GIFTED AND TALENTED PROJECT

GIFTED/TALENTED EDUCATION PROGRAM

CONTINUATION PROJECTS FOR SCHOOL YEAR 1985-86

| SCHOOL | REGION | PRINCIPAL | COORDINATOR |
|---|---|---|---|
| Adams Elementary | C | Alexander Brown | Robbie J. Greer |
| Aiton Elementary | D | Herman Roebuck | Patricia H. Joyner |
| Backus Junior High | C | Edmund L. Millard | Pearlie Utley |
| Bancroft Elementary | C | Kenneth R. Milner | Frances M. Butler |
| Barnard Elementary | B | Anita Hammond | Marjorie N. Banks |
| Beers Elementary | D | Mary G. Maloney | Lucille B. Liggins |
| Benning Elementary | D | Geneva B. Williams | Phyllis Clarke |
| Brent Elementary | D | Frances M. Plummer | Natha Swinton |
| Brightwood Elementary | B | William Moore | Valeria Jenkins |
| Browne Junior High | C | Marguerite J. Pettigrew | Catherine Booker |
| Bryan Elementary | D | Gretchen D. Lofland | Dorothy S. Porter |
| Bunker Hill Elementary | C | Carolyn Preston | Jean D. Tate |
| Burrville Elementary | D | Walter O. Henry | Gwendolyn Baccus |
| Carver Elementary | D | Ronald A. Hasty | Janice F. Anderson |
| Eaton Elementary | B | Patricia C. Greer | Susan Wheelock |
| Eliot Junior High | D | Rosella M. Bardley | Mina L. Smith |
| Emery Elementary | C | Dorothy C. Perkins | Peola J. Diggs |
| Evans Junior High | D | Margaret G. Saxon | Geneva B. Mills |
| Fletcher-Johnson EC | D | George H. Rutherford | Mamie Williams |
| Fort Lincoln Elementary | C | Jacqueline S. Williams | Myrna Riley |
| Garnet-Patterson Elem. | C | J. L. Barnes | Barbara McSweeney |
| Gibbs Elementary | D | Ray Bledsoe | Ray Bledsoe |

| | | | |
|---|---|---|---|
| Giddings Elementary | D | Perry R. Handy | Judith Wright |
| Green Elementary | A | Vandy L. Jamison | Shirley F. Holloway |
| Harris Elementary | D | Florence P. Dagner | Lois A. Johnson |
| Hart Junior High | A | Robert A. Royster | Felecia Motley |
| Hearst Elementary | B | Patricia C. Greer | Muriel C. Logan |
| Hendley Elementary | A | Clark G. Stewart | Gloria Bransome |
| Hobson Middle | D | Veola Jackson | Elizabeth Teffera |
| Houston Elementary | D | Dene' T. Pendleton | Anna P. Johnson |
| Janney Elementary | B | Emily J. Crandall | Eleanor Curd |
| Jefferson Junior High | A | Vera M. White | Hunter L. Hall |
| Johnson Junior High | A | Ann N. Thomas | Gloria G Balton |
| Kimball Elementary | D | Janie B. Prue | Lela G. Robinson |
| Kingsman Elementary | D | Zory Z. Kenon | Joyce L. Lane |
| Langley Junior High | C | Richard Washington | Mary Nesbitt |
| LaSalle Elementary | B | Marion T. Ross | Louise G. Read |
| Lincoln Junior High | C | Christine Burgess | Genelle W. Fry |
| Ludlow-Taylor Elementary | D | Joyce A. Green | Barbara M. Brown |
| MacFarland Junior High | B | Arthur Graves | Antonia Gordon |
| Maury Elementary | D | LeGrande Baldwin | Hattie Strayhorn |
| McGogney Elementary | A | Joyce Jamison | Patricia Young |
| McKinley Senior High | C | Betty Topps | Beatrice Gilkes |
| Merritt Elementary | D | Ronald A. Hasty | Geraldine Twyman |
| Miller Junior High | D | Claude E. Moten | Janice R. Nicholas |
| Miner Elementary | D | Doris H. Edwards | Barbara P. Grady |
| Montgomery Elementary | A | Harriette S. Freeman | Kathleen Carroll |
| Murch Elementary | B | Mary H. Gill | Carole A. Bailey |
| Nalle (Fine Arts Program) | D | Annabelle F. Strayhorn | Thomasina M. Portis |

| | | | |
|---|---|---|---|
| Noyes Elementary | C | Wilma F. Bonner | Clarice B. Hill |
| Orr Elementary | D | Lawrence E. Boone | Harestine W. Hicks |
| Oyster Elementary | B | Paquita B. Holland | Mary D. Wendt |
| Patterson Elementary | A | Jessie Douglas | Pamela Jackson |
| Paul Junior High | B | Thomas C. Collier | Azalie B. Hightower |
| Payne Elementary | D | Gretchen Lofland | Barbara W. Lee |
| Petworth Elementary | B | Harriet J. Weatherspoon | Annette White |
| Plummer Elementary | D | HenryEtta D. Gray | Shirley Christopher |
| Powell Elementary | B | Harriet J. Weatherspoon | Barbara Allen |
| Rabaut Junior High | B | B. Garnet Pinkney | Cynthia Scott |
| Raymond Elementary | B | Martina P. Matthews | Robert Allen |
| River Terrace Elementary | D | Constance R. Clark | Geraldine M. Bowie |
| Savoy Elementary | A | Betty S. Larkins | Daisy B. Smith |
| Shadd Elementary | D | William A. Birchette | Jean Robinson |
| Shaed Elementary | C | Delores C. Carter | Marcia Parker |
| Shepherd Elementary | B | Edith R. Smith | Josephine C. Baker |
| Smothers Elementary | D | Constance R. Clark | Paula B. Duckett |
| Sousa Junior High | D | Ralph A. Neal | Napoleon Lewis |
| Stuart Junior High | D | Zenobia V. Brooker | Edward Merriweather |
| Taft Junior High | C | James M. Howell | Gloria Thompson |
| Takoma Elementary | B | Peggy H. Wines | Mildred M. Phillips |
| Terrell Elementary | A | Dennis C. Johnson | Claire Nutall |
| Truesdell Elementary | B | Katie L. Jones | Margaret Hayes |
| Van Ness Elementary | A | James A. Harris | Queenell McClain |
| Washington Hgld. Elem. | A | Shirley G. Mitchell | Elnora Oxendine |
| West Elementary | B | Cornelia Hopkins | Joyce Goche |
| Wilkinson Elementary | A | Myra P. Spriggs | Almetta I. Hall |

| | | | |
|---|---|---|---|
| Wilson Elementary | A | Erma B. Fields | Karen M. Green |
| Winston EC | D | Marie H. Marshall | Doris A. Brooks |
| Woodson Junior High | D | James Greene | Richard Lippman |

GIFTED/TALENTED EDUCATION PROGRAM

NEW PROJECTS FOR SCHOOL YEAR 1985-86

| SCHOOL | REGION | PRINCIPAL | COORDINATOR |
|---|---|---|---|
| Bruce-Monroe Elem. | C | Alma Felder | Verlene E. Braxton |
| Davis Elementary | D | Alice B. Jones | Rubye S. Grover |
| Douglass Junior High | A | Isaac Jackson | Juanita Anderson |
| Eastern High School | D | Ralph Neal | Eva Speight |
| Friendship Elem. | A | Tyrone Hopkins | Jacqueline Hilton |
| Friendship Jr. | A | Tyrone Hopkins | Carolyn Cashwell |
| Garrison Elementary | A | Larry Paige | Cynthia Poole |
| Nalle Elementary | D | Constance Laws | Barbara Smith |
| Phelps CDC | | James Peal | John Robinson |
| Spingarn Senior High | C | Clemmie Strayhorn | |
| Woodson High | D | James Curry | |

APPENDIX C

CTBS SCORES AND PERCENTILE RANKS

Table 1

1986 CTBS Mean Scores and Percentile Ranks
in Mathematics and Language Arts
for Grades 3, 6, 7, 8, and 9

| | Mathematics | | | Language Arts | | |
|---|---|---|---|---|---|---|
| Grade | N | Mean Raw Score | Percentile | N | Mean Raw Score | Percentile |
| 3 | 329 | 89 | 86 | 330 | 84 | 88 |
| 6 | 338 | 89 | 86 | 338 | 93 | 83 |
| 7 | 347 | 78 | 78 | 325 | 65 | 75 |
| 8 | 339 | 81 | 69 | 336 | 66 | 69 |
| 9 | 331 | 68 | 71 | 325 | 61 | 77 |

APPENDIX D

AGENDAS FOR OLYMPICS OF THE
MIND COMPETITIONS

Olympics of the Mind
Divisional Competition

PROBLEM #1 TREASURE HUNTERS

LONG RANGE: Small Corrective Gym

SPONTANEOUS: Room #1

| LONG RANGE | SCHOOL | SPONTANEOUS PROBLEM |
|---|---|---|
| **Division II** | | |
| 9:00 | Wilson | 10:30 |
| 9:20 | Eliot | 10:35 |
| 9:35 | Hart | 10:40 |
| **Division III** | | |
| 9:50 | Fletcher-Johnson | 10:45 |
| 10:05 | Paul | 10:50 |

Shirley Bellamy
Connie Brooks
Jacob Collins

Shirley Bellamy
Connie Brooks
Jacob Collins

**PROBLEM #2 TECHNOCRATS**

**LONG RANGE: Large Gym**

**SPONTANEOUS: Room #2**

| LONG RANGE | SCHOOL | SPONTANEOUS PROBLEM |
|---|---|---|
| **Division I** | | |
| 9:00 | Harris | 9:55 |
| 9:12 | Winston | 10:00 |
| 9:24 | Carver | 10:05 |
| 9:36 | West | 10:10 |
| 9:48 | Patterson | 10:15 |
| 12:12 | Ludlow-Taylor | 10:20 |
| **Division II** | | |
| 10:00 | Burrville | 9:35 |
| 10:12 | Washington Highland | 9:30 |
| 10:24 | Shepherd | 9:25 |
| 10:36 | | 9:20 |
| 10:48 | Kingsman | 9:15 |
| 11:00 | | 9:10 |
| 11:12 | | 9:05 |
| 11:24 | Browne | 9:00 |
| **Division III** | | |
| 11:36 | Paul | 9:40 |
| 11:48 | Friendship | 9:45 |
| 12:00 | Browne | 9:50 |

Rubye Grover
Constance Laws
John Robinson

Barbara Brown
Alice Jones
Marie Branson

**PROBLEM #3 Classics...GREAT ART LIVES**

**LONG RANGE: Large Corrective Gym**

**SPONTANEOUS: Room #3**

| LONG RANGE | SCHOOL | SPONTANEOUS PROBLEM |
|---|---|---|
| **Division I** | | |
| 9:00 | Petworth | 9:45 |
| 9:12 | Harris | 9:50 |
| 9:24 | Brightwood | 9:55 |
| 9:36 | Maury | 10:00 |
| 11:12 | Kimball | 10:05 |
| **Division II** | | |
| 9:48 | Woodson | 9:25 |
| 10:00 | Sousa | 9:20 |
| 10:12 | Shadd | 9:15 |
| 10:24 | Browne | 9:10 |
| 11:00 | Fort Lincoln | 9:30 |
| **Division III** | | |
| 10:36 | Lincoln | 9:00 |
| 10:48 | Rabaut | 9:05 |

Eva Speight
Audrey Ailer
Willie Watson

Betty Shamwell
Tanya Branham
Aubrey Smith

**PROBLEM #5 HISTORY...THE WAY IT WAS**

**LONG RANGE: Auditorium**

**SPONTANEOUS: Room #5**

| LONG RANGE | SCHOOL | SPONTANEOUS PROBLEM |
|---|---|---|
| **Division I** | | |
| 9:00 | Washington Highland | 9:50 |
| 9:12 | Shepherd | 9:55 |
| 9:24 | Friendship | 10:00 |
| 9:36 | Wilkinson | 10:05 |
| 9:48 | Savoy | 9:00 |
| 10:00 | Barnard | 9:05 |
| 10:12 | Montgomery | 9:10 |
| 10:24 | West | 9:15 |
| 10:36 | Oyster | 9:20 |
| 10:48 | Benning | 9:25 |
| 11:00 | Green | 9:30 |
| 11:12 | Payne | 9:35 |
| 11:24 | McGogney | 9:40 |
| 11:36 | Fletcher-Johnson | 9:45 |
| 11:48 | Noyes | 10:10 |
| 12:00 | Orr | 10:15 |
| 12:12 | Powell | 10:20 |

Carolyn Pinckney
Cheryl Johnson
Thomasina Portis
Eleanora Ridgley
Thelma Younger
Cynthia Roseberry

PROBLEM #4 BRIDGING THE GAP

LONG RANGE: Large Gym

SPONTANEOUS: Room #4

| LONG RANGE | SCHOOL | SPONTANEOUS PROBLEM |
|---|---|---|
| **Division I** | | |
| 9:00 | Bryan | 11:30 |
| 9:20 | | 11:20 |
| 9:40 | Van Ness | 11:25 |
| **Division II** | | |
| 10:00 | Fletcher-Johnson | 11:35 |
| 10:20 | Taft | 11:40 |
| **Division III** | | |
| 10:40 | Johnson | 11:45 |
| 11:00 | Fletcher-Johnson | 11:50 |

Earle Bannister
John Swann
Mike Hammond

Earle Bannister
John Swann
Mike Hammond

**PROBLEM #5 HISTORY...THE WAY IT WAS**

**LONG RANGE: Cafeteria**

**SPONTANEOUS: Room #6**

| LONG RANGE | SCHOOL | SPONTANEOUS PROBLEM |
|---|---|---|
| **Division II** | | |
| 9:00 | | 9:40 |
| 9:12 | Miller | 9:45 |
| 9:24 | | 9:50 |
| 9:36 | Stuart | 9:55 |
| 9:48 | Bancroft | 9:00 |
| 10:00 | Harris | 9:05 |
| 10:12 | Hendley | 9:10 |
| 10:24 | Aiton | 9:15 |
| 10:36 | Friendship | 9:20 |
| 10:48 | Shaed | 9:25 |
| 11:00 | Miner | 9:30 |
| 11:12 | Brent | 9:35 |
| 11:24 | Garnet-Patterson | 10:00 |
| 11:36 | Giddings | 10:05 |

Arthur Only
Richard Teasley
Inez Teasley

Olivia Williams
Juanita Anderson
Carolyn Kornegay

**PROBLEM #5 HISTORY...THE WAY IT WAS**

**LONG RANGE: Cafeteria**

**SPONTANEOUS: Room #7**

| LONG RANGE | SCHOOL | SPONTANEOUS PROBLEM |
|---|---|---|
| **Division II** | | |
| 9:00 | Merritt | 9:50 |
| 9:12 | Rabaut | 9:55 |
| 9:24 | LaSalle | 10:00 |
| 9:36 | Simon | 9:00 |
| 9:48 | Hobson | 9:05 |
| 10:00 | Murch | 9:10 |
| 10:12 | Jefferson | 9:15 |
| 10:24 | Emery | 9:20 |
| 10:36 | Beers | 9:25 |
| 10:48 | Lincoln | 9:30 |
| 11:00 | Raymond | 9:35 |
| 11:12 | Evans | 9:40 |
| 11:24 | Browne | 9:45 |
| 11:36 | Shepherd | 10:05 |

Vinna Freeman
Verlene Braxton
Drucilla Clark

Annabelle Strayhorn
Michelle Washington
Gwen Austin

The Gifted/Talented Education Program staff wishes to thank the following persons whose assistance assured the success of the competition.

Dr. George Rutherford, Principal
Fletcher-Johnson Educational Center

Mr. James Murray, Acting Director
Educational Media Services and Staff

The Participants

The Coaches

The Judges

The Timekeepers

Prop Engineers: Mr. John Davies

Mr. John Mitchell

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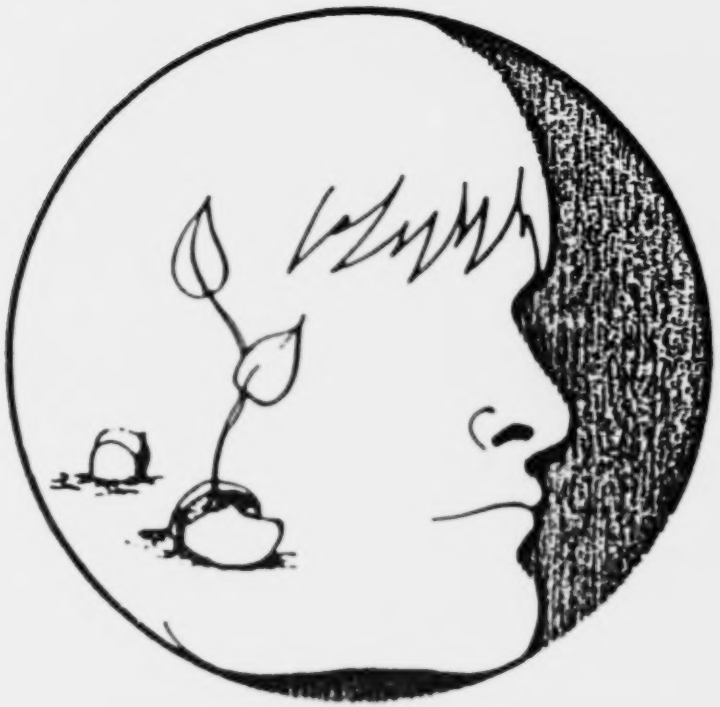
GIFTED/TALENTED EDUCATION PROGRAM STAFF

| | |
|---|---|
| Phyllis D. Hines | Director |
| Nancy R. Black | Assistant Director |
| Evelyn H. Gainous | Resource Coordinator |
| Vivian L. Hairston | Resource Coordinator |
| Shirley B. Williams | Resource Coordinator |
| Verna R. Hicks | Secretary |

Floretta Dukes McKenzie
Superintendent of Schools - Chief State School Officer



DISTRICT OF COLUMBIA PUBLIC SCHOOLS
GIFTED/TALENTED EDUCATION PROGRAM



CREATIVE PROBLEM-SOLVING: OM COMPETITIONS

MARCH 15, 1986

FLETCHER-JOHNSON EDUCATIONAL CENTER

BENNING ROAD AND C STREET, S. E.

**PROBLEM #2 TECHNOCRATS**

**LONG RANGE: Large Gym**

**SPONTANEOUS: Room #1**

| LONG RANGE | SCHOOL | SPONTANEOUS PROBLEM |
|---|---|---|
| **Division I** | | |
| 9:00 | Carver | 10:00 |
| 9:15 | Ludlow-Taylor | 10:05 |
| 9:30 | Winston | 10:10 |
| **Division II** | | |
| 9:45 | Burrville | 9:00 |
| 10:00 | Washington Highland | 9:05 |
| 10:15 | Shepherd | 9:10 |
| 10:30 | Kingsman | 9:15 |
| **Division III** | | |
| 10:45 | Browne | 9:20 |

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* * * * * * * * *

**PROBLEM #5 HISTORY...THE WAY IT WAS**

**LONG RANGE: Cafeteria**

**SPONTANEOUS: Room #2**

| LONG RANGE | SCHOOL | SPONTANEOUS PROBLEM |
|---|---|---|
| **Division I** | | |
| 9:00 | Shepherd | 10:00 |
| 9:12 | Barnard | 10:05 |
| 9:24 | Oyster | 10:10 |



**PROBLEM #5 HISTORY...THE WAY IT WAS**

**LONG RANGE: Auditorium**

**SPONTANEOUS: Room #3**

| LONG RANGE | SCHOOL | SPONTANEOUS PROBLEM |
|---|---|---|
| **Division II** | | |
| 9:00 | Merritt | 9:45 |
| 9:12 | LaSalle | 9:50 |
| 9:24 | Hobson | 9:55 |
| 9:36 | Murch | 10:00 |
| 9:48 | Jefferson | 9:00 |
| 10:00 | Beers | 9:05 |
| 10:12 | Browne | 9:10 |
| 10:24 | Shepherd | 9:15 |
| 10:36 | Miller | 9:20 |
| 10:48 | Bancroft | 9:25 |
| 11:00 | Hendley | 9:30 |
| 11:12 | Brent | 9:35 |
| 11:24 | Garnet-Patterson | 9:40 |

* * * * * * * * * *

**PROBLEM #4 BRIDGING THE GAP**

**LONG RANGE: Large Gym**

**SPONTANEOUS: Room #4**

| LONG RANGE | SCHOOL | SPONTANEOUS PROBLEM |
|---|---|---|
| **Division II** | | |
| 9:00 | Fletcher-Johnson | 10:00 |
| **Division III** | | |
| 9:20 | Fletcher-Johnson | 10:05 |

APPENDIX E

SUMMER EXPERIENCE COURSES

# *The Gifted/Talented Summer*

# EXPERIENCE

Volume I No. 1 Gifted/Talented Education Program SUMMER 1986

The Gifted/Talented Education Program is sponsoring the "Gifted/Talented Summer School 1986" starting June 23rd ending July 18th from 9:00 a.m. to 12:00 noon, Monday through Friday.

The major theme of the Gifted/Talented Summer School 1986 is to provide varied summer experiences within the Washington, D. C. community. Students will select three (3) options from a nineteen (19) course option listing. Students will prioritize these options as first, second, and third choices. However, students may participate in only one experience. There are three locations; therefore, please pay close attention in making your selections.

## COURSE OPTIONS

COMPUTER LITERACY EXPERIENCE (B) Grades 5-9
Acquire proficiency in the use of Computer Science.

TYPING EXPERIENCE (J) Grades 5-7
Learn to type and increase school performance.

SIGN LANGUAGE EXP. (A) Grades 2-5
Learn a non-verbal form of communication.

AIR & SPACE MUSEUM EXPERIENCE (J) Grades 5-7
Learn the history of aviation through an on-site study of the Air and Space Museum.

GOURMET COOKING EXPERIENCE (J) Grades 5-9
Learn basic types of gourmet cooking.

CITY EXPERIENCE (A) Grades 2-5
Learn about your city and how it can be a resource to you.

STRETCHING MATHEMATICS EXP. (J) Grades 5-9
Explore the various phases of algebra.

RADIO PRODUCTION EXPERIENCE (A) Grades 2-5
Produce your own thirty minute show. Visit various radio stations within the Washington community.

CRITICAL THINKING/PROBLEM-SOLVING EXPERIENCE (A) Grades 3-5
Increase higher levels of thinking through creative problem-solving.

CRITICAL THINKING/PROBLEM-SOLVING EXPERIENCE (J) Grades 6-9
Increase higher levels of thinking through creative problem-solving.

NEWSPAPER PRODUCTION EXP. (J) Grades 5-9
Learn about journalism and how it works for you.

ZOO EXPERIENCE (A) Grades 2-9
Learn about animals through an on-site study at the National Zoo.

ART EXPERIENCE (A) Grades 2-5
Learn the technique of being creative through art.

SCIENCE EXPLORATION (J) Grades 5-9
Explore the world of science through creative observations.

EXPLORING BEYOND THE DISTRICT OF COLUMBIA EXP. (J) Grades 5-7
Study and explore two historical cities: Norfolk, VA and Gettysburg, PA.

CREATIVE WRITING EXPERIENCE (J) Grades 3-6
Develop creativity through writing poems and short stories.

MUSIC EXPERIENCE (A) Grades 5-9
Learn about the history of music. Select and learn to play the instrument of your choice.

GREEK GLORY EXP. (J) Grades 4-6
Acquire a knowledge of ancient Greece and its influence on the Western culture.

CPR/GYMNASTIC EXP. (J) Grades 5-9
Learn the basic techniques of Cardio-Pulmonary Resusitation and explore techniques of physical fitness.

Please note the alphabet in parentheses for the location in making your selections:

(A) = Amidon ES 4th and Eye Streets, S.W.
(B) = Browne JHS 26th Street and Benning Road, N.E.
(J) = Jefferson JHS 8th and H Streets, S.W.

APPENDIX F

STUDENT INTEREST IN THE
SUMMER EXPERIENCE

GIFTED AND TALENTED SUMMER EXPERIENCE ATTITUDE SCALE SCORES

| Item Name | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | No Response | | Total | | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. | Pct. | No. | Pct. | No. | Pct. | No. | Pct. | No. | Pct. | No. | Pct. | |
| Question 1 | 85 | 41.7 | 111 | 54.4 | 4 | 2.0 | 4 | 2.0 | 0 | 0.0 | 204 | 100.0 | 3.36 |
| Question 2 | 71 | 34.8 | 102 | 50.0 | 21 | 10.3 | 8 | 3.9 | 2 | 1.0 | 204 | 100.0 | 3.17 |
| Question 3 | 71 | 34.8 | 89 | 43.6 | 38 | 18.6 | 5 | 2.5 | 1 | 0.5 | 204 | 100.0 | 3.11 |
| Question 4 | 76 | 37.3 | 69 | 33.8 | 41 | 20.1 | 17 | 8.3 | 1 | 0.5 | 204 | 100.0 | 3.00 |
| Question 5 | 80 | 39.2 | 96 | 47.1 | 23 | 11.3 | 5 | 2.5 | 0 | 0.0 | 204 | 100.0 | 3.23 |
| Total | 383 | 37.5 | 467 | 45.8 | 127 | 12.5 | 39 | 3.8 | 4 | 0.4 | 1020 | 100.0 | 3.18 |

APPENDIX G

STUDENT ATTITUDE SCALE

Gifted and Talented Summer Experience
Attitude Scale for Students

Name _____ Id _____ School _____

Grade _____ Date _____ Boy or Girl (circle one)

Summer Experience _____

We would like to know how you feel about the Summer Experience.

Please read each sentence below and indicate your response with a check mark. Put only one check mark for each sentence.

1.

| Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|
| | | | |

I enjoyed the Summer Experience course.

2.

| Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|
| | | | |

I would recommend that my friends take the Summer Experience course next year.

3.

| Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|
| | | | |

I plan to find out more about the Summer Experience topic on my own.

4.

| Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|
| | | | |

I would like to take an advanced Summer Experience course on the same topic next year.

5.

| Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|
| | | | |

I am more interested in the topic after taking the Summer Experience course.